

Childminder report

Inspection date: 21 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provide a cosy, safe space, where children can play and explore at their own pace. Children are happy, settled, and develop strong, trusting bonds with both the childminder and her assistants. Children's independence and confidence in managing self-help skills are well supported. For example, children are encouraged to wash their hands before eating, serve their own fruit using spoons, and butter their own croissants at snack time.

Children are helped to recognise that they are part of a wider world. They learn about different cultures and traditions, helping them to understand and respect diversity. Children benefit from a wide range of outings that offer them rich, real-life experiences and help them build confidence in new environments. For instance, they visit soft-play centres, farms, and local attractions such as the ice-cream parlour. Children talk enthusiastically about their visit to a local café, excitedly recalling, 'I had some pizza.' They learn about different generations and roles people play in the community. For example, children take part in weekly visits to a local supported living home for the elderly, where they take part in shared activities.

Positive behaviour is encouraged through a consistent, and nurturing approach. The childminder and her assistants offer praise and gentle reminders to be kind, share, and take turns. Emotional understanding is promoted through discussions about feelings and using cuddly toys that represent different emotions. This helps children recognise and express how they feel in a safe and supportive environment.

What does the early years setting do well and what does it need to do better?

- The childminder is dedicated to providing the best possible care and learning experiences for children. She knows the children well, understands their personalities, and is aware of their interests and next steps. As a result, all children make good progress.
- The childminder ensures that she and her assistants remain up to date with essential training and current guidance, which strengthens their knowledge and practice. The childminder also has strong links with other local childminders. They regularly share ideas, discuss best practice, and support one another's well-being.
- While the curriculum is broad and well balanced, there are some missed opportunities to weave early mathematics into everyday routines and conversations, such as counting and exploring size and quantity. As a result, children's understanding of early mathematics is not always consistently supported or extended.
- Children take part in activities using tweezers and small pom-poms, which helps

them to develop their fine motor skills. As they use the tweezers to pick up the pom-poms, they strengthen the muscles in their hands and fingers, improving coordination and control. Although activities are thoughtfully planned, the younger children's next steps are not always fully considered. This means that some activities are not always matched to their stage of development, which at times limits their engagement and learning.

- Children enjoy music and singing sessions, gathering together with colourful scarves and musical instruments to sing familiar nursery rhymes. They express themselves freely as they move their bodies to the music. Younger children snuggle with the childminder and enjoy sensory books, exploring different textures and talking about what they see and feel. This helps children learn repetitive phrases, new words and foster a love of books from an early age.
- Children have daily opportunities for outdoor play, where they play ball games and explore the natural environment. They learn about growth and decay through planting and harvesting vegetables, observing changes over time. They use the vegetables in cooking activities, such as making courgette cake.
- The childminder uses a soft toy, 'Miranda the Panda', to support children's confidence and communication. Each child takes 'Miranda' home with them and when they return, they share with their friends what they did together. This helps children practise speaking in front of others and builds their ability to talk about their experiences.
- Parents speak highly of the childminder and her assistants. They appreciate the regular communication, such as daily updates and photographs, which helps them to feel involved in their child's learning. Parents describe the childminder as 'an extension of their family' and say they feel confident that their children are well cared for. Strong partnerships with parents, as well as positive links with local schools and nurseries, help to ensure consistency in care and learning and smooth transitions for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the teaching of early mathematics by making the most of everyday opportunities and planned activities to extend children's understanding
- adapt the implementation of the curriculum to better suit the individual developmental needs of younger children so they can engage more consistently.

Setting details

Unique reference number	210378
Local authority	Staffordshire
Inspection number	10375843
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	12
Number of children on roll	23
Date of previous inspection	7 May 2019

Information about this early years setting

The childminder registered in 1996 and is located in Wolstanton, Newcastle, Staffordshire. The childminder operates from 7am until 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places for childcare and works with assistants. The childminder and assistants hold appropriate qualifications from level 3 to 5.

Information about this inspection

Inspector
Angela Hulme

Inspection activities

- The inspector completed a learning walk with the childminder and discussed what she wanted the children to learn.
- The inspector observed the quality of the interactions between the childminder, her assistants and the children and assessed the impact of these on the children's learning and development.
- The inspector looked at documentation, including progress checks for children aged between two and three years.
- The inspector read testimonials from parents and took their views into account.
- The inspector discussed safeguarding arrangements with the childminder and her assistants.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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